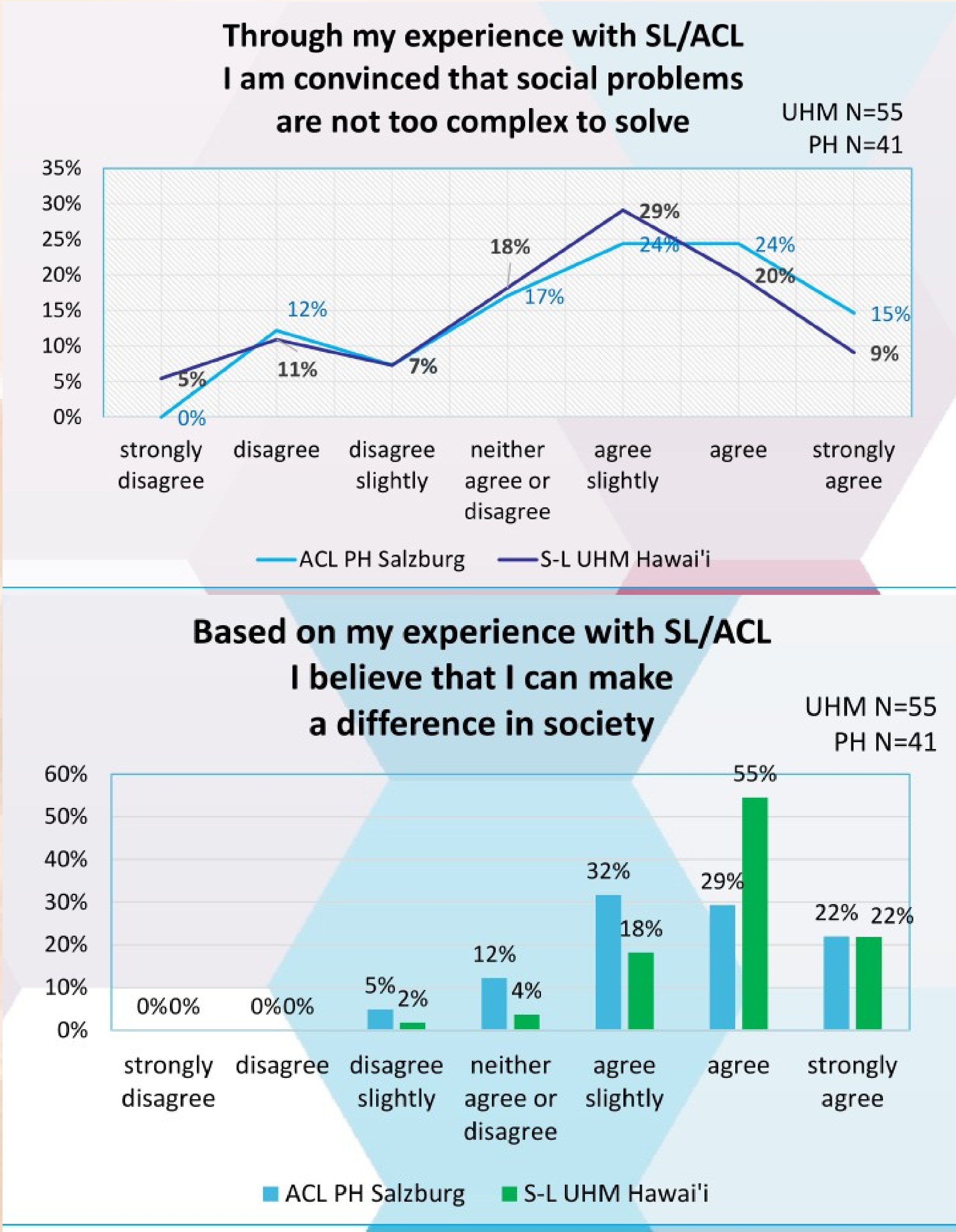


Assessing Civic and Community Engagement in Ethnic Studies

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Civic Participation Survey

Dr. Ulla Hasager and Dr. Ingrid Geier conducted research on "Pedagogies to Support Civic-Mindedness" at UHM and Salzburg University of Teacher Education in Austria and found Ethnic Studies at UHM, with its many years of community engagement through service learning, community-based research and generally close relationships and collaboration with our communities to be a model for civically engaged higher education. The survey and focus group results bore this out. Work through Ethnic Studies became the basis for several large long-term service-learning programs and a host of community partners – eventually morphing into the College of Social Sciences’ dynamic Program for Civic Engagement. Ethnic Studies graduates are well-known to take up civic-minded careers. The sense of actually doing things that matter within our communities instills a high morale and team spirit among the students. Our focus is on SLO 6 this year. "To demonstrate an understanding of civic engagement and the skills involved in change-oriented democratic citizenship." Hasager and Geier found that ES students who partook of the service learning options available through their courses did show a growing critical understanding of civic engagement and change-oriented democratic citizenship developed through practice, reading, and writing. Here are two charts summarizing the results. Of the fifty-five UHM students, the majority were from ES.



Types of Civic Engagement in Ethnic Studies

North Shore Field School, directed by Dr. Ty Tengan, chair of ES, is recording the historical geography of the North Shore through multiple media

ES Department's Center for Oral History, directed by Dr. Daviana McGregor working to continue building the extensive archive of local knowledge

Dr. Monisha Das Gupta led students in creating the #Justice4Farm-workers Gallery, using images to send messages of solidarity to crucial but often forgotten agricultural workers.

Dr. Richard Rath (ES), running with an idea from ES's Dr. Ethan Caldwell, worked with students on nimble COVID-19 support, having a set of student-centered re-sources made public by the end of March 2020.

Dr. Hassager, besides directing service learning, collaborated with Dr. Ingrid Geier to conduct research on "Pedagogies To Support Civic-Mindedness" at UHM and Salzburg University Of Teacher Education.

Program Learning Outcomes

1. To demonstrate through papers, exams, class discussions, service learning, et al. a grasp of the core concepts in the ethnic studies field. This includes ethnic and racial group dynamics, histories and identities, as well as challenges facing indigenous peoples and minorities, intergroup conflicts, racism and discrimination.
2. To demonstrate through class discussions, papers, exams service learning, et al. the ability to make explicit connections between ethnicity/race and other aspects of social life (i.e. economy, politics, cultural values and gender relations).
3. To demonstrate an understanding through class discussions, papers, exams, service learning, et al. of the unique history of Hawai'i's multi-ethnic working people and the importance of social justice everywhere.
4. To demonstrate through the use of reading, writing and thinking skills the ability to critically analyze both historic and contemporary patterns and issues in multi-ethnic societies.
5. To demonstrate the ability to connect classroom ideas and knowledge to current events and processes in both Hawai'i's communities and the world beyond.
6. To demonstrate an understanding of civic engagement and the skills involved in change-oriented democratic citizenship. <== Our Focus for 2020

Outcomes

- We had a series of lively discussions and trained our focus on active indicators of learning success for this SLO, coming up with the following list which we employed in our qualitative analysis:
- Communicating publicly and in advocacy work
 - Providing access to information
 - Creating historical knowledge
 - Conducting interviews
 - Transcribing
 - Documenting our history our way through visual, audio, and web media.
 - Organizing events
 - Testifying publicly, writing letters to editors of publications
 - Collaborating with communities
 - Direct participation in democracy
 - Mālama 'āina and aloha 'āina

Assessment Methods

We gathered papers and research projects representative of SLO 6, "To demonstrate an understanding of civic engagement and the skills involved in change-oriented democratic citizenship." We distributed projects among faculty, and came together to discuss at meeting of full faculty Nov. 10, with group writing to summarize our findings. ES professor Dr. Ulla Hasager had collected survey results and co-written a report on service learning that depended heavily on participants from ES. She shared the results and the report with us.



Moving Forward

We discussed the possibility of creating an opportunity and training for students to create a portfolio of some of their work as ES majors. Portfolios are becoming increasingly relevant as resumes in the multimedia environment of today's professional workforce. Leaving UHM with a good portfolio of the great work our students are doing in civic engagement -- and in all the areas ES focuses on -- sends them out prepared with materials to present and to keep developing as lifelong learners after leaving the University.